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ABSTRACT

To obtain information concerning current practices in placing community college students in English Composition courses, a two-page questionnaire was mailed to each of California's 93 community colleges; replies were received from 62. Summaries of the replies are provided in seven tables. Observations resulting from the survey data include the following: (1) 87% of the colleges indicated they "screen," select, or use some procedure which attempts to place students at an appropriate level of English Composition; (2) 13% allowed students to enroll in a course of their choosing or indicated that English 1A did not have prerequisites; (3) colleges with less than 10 contract instructors in the English Department were more likely to allow students to choose their course; (4) 89% of the colleges that screen their students incorporate an objective examination, such as the American College Testing Program English Test and the Cooperative English Tests, English Expression, in their placement procedure. For grade 13 or entering Freshman students, the median minimum score reported for placement in transfer level English Composition is the 60th percentile; (5) only 52% reported at least some degree of satisfaction with the test(s) they were using; (6) 7% of those colleges that place students into defined levels use a sample of the students' writing ability only; 43% use both essay and objective test; (7) 81% ask entering students for entrance or placement test data for admission to the college; (8) 65% administered a standardized reading test; and (9) 30% require students who score below average on reading tests to enroll in a reading class. (DB)

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LONG BEACH COMMUNITY COLLEGE DISTRICT
Long Beach City College

Current Practices of Placing Students in English Composition Courses in the California Community Colleges:

Some Answers to Questions Asked in an "English Placement Questionnaire"

Distribution Authorized:
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President

Research Office
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UNIVERSITY OF CALIF.
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LONG BEACH COMMUNITY COLLEGE DISTRICT
Long Beach City College

Current Practices of Placing Students in English Composition Courses in the California Community Colleges: Some Answers to Questions Asked in an "English Placement Questionnaire"

Background. Judging by the large selection of standardized English achievement and placement tests available on the market today and by some of the comments volunteered by respondents to our recent questionnaire, placement of community college students in the appropriate level of English Composition courses is of considerable concern to many. Early last year, this same area of concern prompted the formation of a committee of Long Beach City College English composition instructors and college counselors. After studying many of the standardized English tests now in print and reviewing reports of related studies, the committee members as a group still felt somewhat handicapped by their lack of information concerning current practices in placing community college students in English Composition courses. While no one wishes to feel bound by modal practice, one still feels more comfortable if he knows what the prevailing practice is in a given area--or whether there really is a recognizable prevailing practice.

Procedure. From the initial committee activities a decision was reached that it would be necessary to design and circulate an inquiry form or questionnaire in an attempt to secure the needed information. Questions to be included on the inquiry form were composed by the committee members, with some suggestions for the format provided by the college research office. In November 1972, copies of a two page questionnaire were mailed--together with a cover letter and return envelope--to the English Department Chairman in each of California's community colleges. By the middle of January 1973, replies had been received from 62 community colleges--a 67 percent return. It may be of some interest to note that at least 72 percent of the California Community College Districts are represented in the returned questionnaires. (Four college representatives failed to identify their school and are not included in this figure.) The fact that the districts participating in this survey generated approximately 64 percent of the total fiscal ADA for the California community colleges in 1971-72 may also be of interest. A list of the colleges returning completed inquiry forms is appended to this report.

Findings. Details from this survey are summarized by a series of seven tables in this report. Each of these tables is numbered to correspond to one of the seven questions on the inquiry form. Although each table is referred to in the singular, several of the tables actually consist of a cluster of tables, which summarize responses to additional questions related to the topic question. The format of these tables reflects a grouping of the answers to the questions on the inquiry form by the size of English Department contract staff. This separation of data originated with the belief that the size of the college, as reflected by the number of instructors in the English Department, could have a decided influence on the institutional policy governing student placement in English Composition courses. Many respondents to the questionnaire volunteered additional explanatory comments, thus clarifying and expanding their answers to the questions on the inquiry form. These comments have been included in this report as anonymous foot-

notes to the data tables. In some instances, however, in an attempt to reduce the length of this report, we have taken the liberty of selecting from these sometimes lengthy comments what we consider to be the heart of the information provided. Hopefully, this editorializing has not altered the intended meaning of these comments.

All of the data received for this survey, except as noted above, have been included in the tables developed for this report. The general reader of this summary may prefer, however, a listing of some of the observations generated by these data. The following points may be of special interest:

- Among the community colleges supplying information about current practices in placing students in English Composition courses, fifty four (54) colleges, or 87 percent, indicated they "screen," select, or use some procedure which attempts to place students in an appropriate level of English Composition. (Table 1)

- On the other hand, representatives from eight (8) other colleges who returned the inquiry form (13 percent) indicated that a student was permitted to enroll in an English Composition course of the student's choosing, or that English 1A did not have prerequisites. (Tables 1 and 5)

- Although the practice of permitting students to "place" themselves in an English Composition course was not limited to small colleges, a student attending a college with less than ten contract instructors in the English Department was more apt to encounter this practice than a student attending a community college with a larger English Department staff. (Table 5)

- Among those community colleges that do "screen" their students for placement in an appropriate level of English Composition, nine of every 10 colleges (89 percent) incorporate an objective examination in their placement procedure. The nationally-normed, standardized tests, in the order most frequently mentioned by the college representatives, are the American College Testing Program (ACT) English Test, and the Cooperative English Tests, English Expression. Expressed as a percentile-rank score for grade 13 or entering freshman students, the median minimum score reported for placement in transfer level English Composition is the 60th percentile. (Tables 2, 2a, and 2c)

- Among the colleges using an objective test or tests in their English placement procedures, the degree of satisfaction with the effectiveness of the test is not commensurate with the degree of utilization. Only 52 percent reported at least some degree of satisfaction with the test(s) they are using. Twenty five (25) percent were not satisfied, and the remaining 23 percent did not respond to this section of the inquiry form. (Table 2d)

- Among the community colleges that direct students into defined levels of English Composition, four college representatives (7 percent) indicated that their English placement procedure revolves solely about a sample of the students' writing ability. (Table 3 and 5b)

- Forty three (43) percent of those colleges that channel students into specified levels of English Composition use both an essay and an objective test in this procedure. Representatives of these schools indicated through their voluntary written comments that the essay is most commonly written in class during the first week to verify the student's ability level in written communication. (Tables 4, 4a, and 5b)

- Among the sixty two (62) individual colleges returning the inquiry form, four colleges in every five (81 percent) ask entering students to submit entrance or placement test data for admission to the college. Almost one half (48 percent) of these colleges accept scores from the American College Testing Program (ACT), and forty five (45) percent use one of the forms of the School and College Ability Test (SCAT), either by itself or in conjunction with one or more other tests. /This does not mean that only 7 percent of the colleges in our sample use some other test. Many college representatives indicated scores from two or three different tests were acceptable. These schools are counted in both categories mentioned above./ (Table 6)

- Forty (40) of the colleges participating in this survey, or 65 percent indicated that a standardized reading test was administered to students at their college. One half of these schools (21), however, commented that reading tests were administered to "some of the students" only, or in reading improvement classes. The Nelson-Denny Reading Test was most often mentioned as the reading test used, followed by the Cooperative Reading Comprehension Test. (Tables 7 and 7a)

- Among those colleges using standardized reading tests, almost one in every three (30 percent) stated they require students who score below average to enroll in a reading class, while 23 percent of these schools stated, "We recommend reading" or "We encourage enrollment in reading." On the other hand, 35 percent of these colleges do not require reading for those students with weak reading skills, and 13 percent did not answer. (Table 7b)

* * * * * *

Some Comments and Observations

Limitations and Cautions. At the risk of minimizing any potential values from this survey, some limitations should be mentioned, nevertheless. An effort was made to include questions of local interest in the area of placement practices in English Composition courses, at the same time, not include so many questions in the inquiry form that others would feel imposed upon in responding. As a consequence, this study is in no sense intended to be an intensive, in-depth investigation of placement practices. As mentioned earlier in this report, inquiry forms were mailed to 93 California Community Colleges; 62 colleges completed and returned the questionnaire. This report merely attempts to summarize the responses submitted by those college representatives who took the time to supply answers to our questions. Although we feel these responses are representative of California community colleges in general, since we did not obtain 100 percent participation from the schools queried, this is merely an assumption on our part.

Appreciation. We are extremely grateful to those heads of English departments who found time in their busy schedules to supply answers to the questions on our two page inquiry form. That was a great example of inter-college cooperation. We thank you sincerely.

At this level, we wish to give special recognition to Mr. William Johnson of the LBCC English Department. As chairman of the English Placement Committee, he coordinated the preparation and distribution of the two page questionnaire. In this office, credit for typing the tables and final report belongs to Mrs. Susanna Clark.

Distribution. A copy of this report has been mailed to each college representative who joined with us in this survey, and who indicated on their inquiry form that they wished to receive the final report. The report has also been sent to ERIC (Educational Resources Information Center) Clearinghouse for Junior Colleges at UCLA for possible inclusion in their files. We have a small number of additional copies of this report. Within the limits of our supply, we will be glad to forward these if a college wishes to request one or more additional copies.

George Becker
Research Office

Table 1

Respondents' Answers to Question Number 1:

Does Your School Have A Screening Process For Placing Students in Remedial and Transfer Composition Classes? Yes No

Size of Contract English Department Faculty	(n)	Yes	No
1 - 5 Instructors	9	6[a]	3[b]
6 - 10 Instructors	11	10	1[c]
11 - 15 Instructors	17	17[d]	0
16 - 20 Instructors	2	0	2[e]
21 - 25 Instructors	8	8[f]	0
26 - 30 Instructors	9	8[g]	1
Over 30 Instructors	6	5	1
Totals	62*	54 (87%)	8 (13%)

* This total represents a 67 percent return of the original 93 questionnaires mailed to community college heads of English Departments.

a/One college representative commented, "In the past our most satisfactory placement procedures were based on evaluation of a writing sample and prediction of success as suggested by an ACE score. (American Council on Education precursor of the SAT. We found this test good because it was short, and although limited in value, just about what we needed to make decisions in borderline cases.) Having students 'place' themselves resulted in more 'misfits' than in the foregoing procedure, but counselor placement (current method) is the most faulty of the three methods tried."

b/The president of a new college operating an interim program commented, "We do not use and will not use any test for selection in English. Students who cannot meet 1A standards are given 51 credit or a W. We have no 'F' grade. Award of 51 credit only after individual conference with student. Student who receives 51 credit may enroll in 1A during the next semester. System seems to work very well."

c/"We are in the first year of an open door policy on composition. The results are incomplete, but they have not been disappointing....Our decision to try the changes was a result of our belief that:

1) Except in cases which are extreme, strong motivation for success in composition is more critical than a 'passing' test score.
2) Remedial course work, when not voluntarily taken, carries a very strong 'dumbbell' stigma.
3) Test scores in themselves are not a clear indication of success or failure....
4) The student's opportunity to make the scheduling decision may in itself be a very beneficial factor.

The primary results we have been able to observe are that composition failures have not increased and withdrawals have increased slightly. Also, we are doing much more with individual conferences and one-to-one relationships."

d/One college representative commented, "We are considering abandoning testing and allowing 'open' enrollment in any level composition class based on mutually arrived at student-college-counselor agreement. The teacher would have the right to 'promote' or 'demote' a student so placed."
Another representative commented, "All students must take a placement test, but test results are diagnostic,not prescriptive. Student and counselor then select an appropriate English course...In any event, the student has the right to'misplace' himself."
Still another college representative commented, "Our research has shown that the Cooperative English Test does an adequate job of differential placement in our three-level, pre-1A sequence. The problem is how to administer it to incoming freshmen prior to or during the registration process; until now we have been placing students in pre-1A classes by means of counselor judgment and high school grades and then 'shuffling' students among the 3-levels after testing in the classroom. This procedure wastes instructional time and presents a problem keeping accurate records of where a student is actually enrolled. (The 1A students are determined by ACT score and high school grades.)"

e/One college representative commented, "[Our college] is in the second year of a two year experiment in open enrollment.... We will be evaluating the experiment in mid-January...."

f/The representative for one college commented, "We use the Davis Reading Test for initial placement. English teachers then get a student writing sample during the first couple of class meetings and transfer students who are in the wrong class. This approach has been far more successful than our earlier placement practices based on SAT and SCAT. We presently transfer less than 100 students of the 2500 (approximate figure) taking composition."

* * * * * * *

Table 2

Respondents' Answers to Question Number 2
(Only those who answered affirmatively to question number one):

Do you use an objective examination (in the English "screening" process)?

Size of Contract English Department Faculty	(n)	Yes	No
1 - 5 Instructors	6	5	1
6 - 10 Instructors	10	7	3
11 - 15 Instructors	17	17	0
16 - 20 Instructors	0	-	-
21 - 25 Instructors	8	7	1
26 - 30 Instructors	8	7	1
Over 30 Instructors	5	5	0
Totals	54	48*(89%)	6 (11%)

*This total also represents 77 percent of those colleges returning the questionnaire.

Table 2a

Respondents' Answers to Question Number 2.1
(Only Those Who Answered Affirmatively to Question Number Two):

Which Objective Examination(s) do you use?

a. American College Tests (ACT), Test 1, English
b. Scholastic Aptitude Test (SAT), Verbal
c. School and College Ability Test (SCAT), Verbal
d. Cooperative English Expression Test
e. Purdue English Placement Test
f. Iowa Tests of Educational Development (ITED), #3 Correctness and Appropriateness of Expression
g. Local or Instructor Designed
h. Other Tests Mentioned One Time

Size of Contract English Department Faculty	Response to Q. 2.1								
	(n)	a.	b.	c.	d.	e.	f.	g.	h.
1 - 5 Instructors	5	2	1	1	1	0	1	1	x[a]
6 - 10 Instructors	7	3	1	4[b]	1	0	0	0	
11 - 15 Instructors	17	7	2	1	9[c]	1	0	1	x[d]
16 - 20 Instructors	0	-	-	-	-	-	-	-	
21 - 25 Instructors	7	2	0	0	0	0	1	0	x[e] x[f] x[g] x[h]
26 - 30 Instructors	7	2	0	1	1	0	0	0	x[i]
Over 30 Instructors	5	1	2	1	2	1	0	1	
Totals*	47	17	6	8	14	2	2	3	7

*Because some colleges use more than one standardized test for English placement, the total number of tests is greater than the number of colleges using objective tests (n).

a/Nelson-Denny Reading Test.

b/One department head commented, "We aren't satisfied with SCAT so we are changing to STEP but haven't used it yet." (Sequential Test of Educational Progress)

c/Representatives of three colleges indicated the Cooperative English Test and SCAT are both used for English placement.

d/Stanford Achievement Tests, Reading.

e/Science Research Associates (SRA) Reading for Understanding.

f/Davis Reading Test.

g/Brown-Haugh College English Placement Test.

h/Cooperative Reading Comprehension Test.

i/Gulick Vocabulary Test.

Table 2b

Respondents' Answers to Question Number 2.2
(Only those who answered affirmatively to Question number two):

Do you use cut-off scores or percentile scores to screen English Composition Students? Yes No

Size of Contract English Department Faculty	(n)	Yes	No	No Response
1 - 5 Instructors	5	5	0	0
6 - 10 Instructors	7	7	0	0
11 - 15 Instructors	17	16	0	1
16 - 20 Instructors	0	-	-	-
21 - 25 Instructors	7	7	0	
26 - 30 Instructors	7	4	0	3
Over 30 Instructors	5	5	0	0
Totals	48	44	0	4

Table 2c

Respondents' Answers to Question Number 2.3
(Only those responding affirmatively to question number 2.2):

What are the cut-off scores or percentile scores used to screen students for English 1A?

a. American College Tests (ACT), Test 1, English
b. Scholastic Aptitude Test (SAT), Verbal
c. School and College Ability Test (SCAT), Verbal
d. Cooperative English Expression Test
e. Purdue English Placement Test
f. Iowa Tests of Educational Development (ITED), #3
g. Local or Instructor designed
h. Other Tests Mentioned

Size of Contract English Department Faculty	(n)	Scores* by Test a.	b.	c.	d.	e.	f.	g.	h.
1 - 5 Instructors	5	60	60	50			60	70	x a/
6 - 10 Instructors	7	60 47		50 30-55 70	60				
11 - 15 Instructors	16	50 70 75 75	80	50 44-75 54	55 35 40 60 47			70	x b/
16 - 20 Instructors	0								
21 - 25 Instructors	7	64					82		x c/ x e/ x d/ x f/ x g/
26 - 30 Instructors	4	47							
Over 30 Instructors	5	56	56	60	48	58			
Total	44								

*All scores expressed as percentile scores unless otherwise specified. It was assumed that the "norm" group, for scores reported as percentiles, is that of entering freshmen students. To be consistent, where possible, scores reported as raw scores, standard scores or converted scores have been changed to national grade 13 percentile scores. The 60th percentile is the median score reported.

a/Nelson-Denny Reading Test (70).
b/Standard Achievement, Reading, 10.0 grade placement score.
c/Davis Reading Test, raw score 57.
d/Brown-Haugh College English Placement Test (65).
e/Cooperative Reading Comprehension Test (40).
f/Science Research Associates (SRA) Reading for Understanding, 12.0 grade placement Score.
g/Gulick Vocabulary Test (70) A sliding scale using both test score and HS GPA is used with a GPA above 2.80 a lower test score is acceptable.

Table 2d

Respondents' Answers* to Question Number 2.4
(Only those responding affirmatively to question number 2):

Are you satisfied with the prognosis of the exam?

a. Yes
b. Somewhat
c. No
d. No Response

Size of Contract English Department Faculty	(n)	Number responding to Q. 2.4 a.	b.	c.	d
1 - 5 Instructors	5	2	1	2	0
6 - 10 Instructors	7	1	2	3	2
11 - 15 Instructors	17	7	3	2	4
16 - 20 Instructors	0	-	-	-	-
21 - 25 Instructors	7	3	0	2	2
26 - 30 Instructors	7	1	1	2	3
Over 30 Instructors	5	3	1	1	0
Totals	48	17(35%)	8 (17%)	12(25%)	11(23%)

*This question, as it appeared on the inquiry form, was designed for a yes-no response, but because of the many written comments to this question, category "b" was added when the responses were tabulated.

Table 3

Respondents' Answers to Question Number 3
(Only those responding affirmatively to question number one):

Do you use only an essay as a screening examination
(For English placement)? Yes No

Size of Contract English Department Faculty	(n)	Yes *	No
1 - 5 Instructors	6	0	6
6 - 10 Instructors	10	3	7a/
11 - 15 Instructors	17	0	17
16 - 20 Instructors	0	-	-
21 - 25 Instructors	8	0	8
26 - 30 Instructors	8	1	7
Over 30 Instructors	5	0	5
Totals	54	4 (7%)	50 (93%)

*Of those responding affirmatively, two colleges indicated they have developed departmental criteria for establishing students' "level," one English Department allows each teacher to use his own judgment, and one respondent did not complete this particular section.

a/One college representative commented, "We used to grade themes--required of all--but too many students now."

Table 4

Respondents' Answers to Question Number 4
(Only those responding affirmatively to question number one):

Do you use both an essay and an objective examination
(for English placement)? Yes No

Size of Contract English Department Faculty	(n)	Yes	No
1 - 5 Instructors	6	3	3
6 - 10 Instructors	10	3	7
11 - 15 Instructors	17	7	10
16 - 20 Instructors	0	-	-
21 - 25 Instructors	8	4	4
26 - 30 Instructors	8	3	5
Over 30 Instructors	5	3	2
Totals	54	23 (43%)	31 (57%)

Table 4a

Summary of Respondents' Volunteered Comments Relating to an Unasked Question, Which Should Have Been Asked:

If a qualifying essay is used for student placement in English Composition, when is it written ?

a. Before or during registration
b. During first day of class
c. During first week of class
d. Time not specified/no comment

Size of Contract English Department Faculty	Number Commenting				
	(n)	a.	b.	c.	d
1 - 5 Instructors	2		1		1
6 - 10 Instructors	6	1	1	2	2
11 - 15 Instructors	7		1	2	4
16 - 20 Instructors	0	-	-	-	-
21 - 25 Instructors	5			1	4 a/
26 - 30 Instructors	4	1		1	2
Over 30 Instructors	4		1		3
Totals	28	2	4	6	16

a/At one college initial placement in English Composition is made by the high school English Department. This "placement" may be contested by the student, however, by his submitting an essay to the college staff in support of his case.

Table 5

Respondents' Answers to Question Number 5
(Only those who answered no to question one):

If you do not "screen" your students, on what basis are they placed in English classes?

a. Counselor placement
b. High School English grades
c. High School grade point average
d. General Entrance examination
e. Student choice
f. Other

Size of Contract English Department Faculty	Number Responding to Q. 5						
	(n)	a.	b.	c.	d.	e.	f.
1 - 5 Instructors	3					3	x[a/]
6 -10 Instructors	1					1	
11 -15 Instructors	0						
16 - 20 Instructors	2					1	x[a/]
21 - 25 Instructors	0						
26 - 30 Instructors	1					1	
Over 30 Instructors	1					1	
Totals	8*					7	2

*Because some representatives checked more than one response, the total response is more than eight.

a/Student performance in English 1A.

Table 5a

Respondents' Answers to Question Number 5

(Although question number five was to be answered only by those responding no to question one, many who responded affirmatively to number one also checked responses for question five. The responses of these representatives are summarized below.):

...on what basis are they (students) placed in English classes?

a. Counselor placement
b. High School English grades
c. High School grade point average
d. General Entrance Examination
e. Student choice
f. Other

Size of Contract English Department Faculty	Number Responding to Q. 5						
	(n)	a.	b.	c.	d.	e.	f.
1 - 5 Instructors	3	2[a]	1	1	2		
6 - 10 Instructors	3	1	2	1	1		
11 - 15 Instructors	7	4	3	4	7		x[b], x[c], x[d],
116 - 20 Instructors	0						
21 - 25 Instructors	3				1	x[e]	x[f]
26 - 30 Instructors	7	3	5[g]	3	3		x[h], x[i], x[j]
Over 30 Instructors	2	1	1		1		
Totals	25*	11	12	9	15	1	8

*Some representatives checked more than one response; therefore, total response is more than 25.

a/ One college representative indicated that initial English Composition placement is based upon counselor recommendation using high school grades and placement test scores, but the final recommendation is made by the instructor after the first week in class.

b/ Writing sample.

c/ Local English placement.

d/ Through acceptable score on Cooperative English Test after one semester in remedial course work, or after two semesters in remedial course work.

e/ One English Department Head commented, "Generally, in spite of our placement policy, students schedule themselves into whatever they want."

f/ The student's former high school English Department makes the recommendation for the "level"of English Composition to be attempted at the college. If the student does not concur, he may challenge the recommendation by writing a composition to be evaluated by the college English staff.

g/ One college representative commented, "When the ACT score is marginal, counselors may place students on the basis of high school English grades."

h/ A short student essay written at registration and evaluated at that time by the English Department Staff.

i/ Instructors of English 1A are encouraged to obtain a diagnostic essay during the first week to verify appropriate placement level.

j/ Satisfactory completion of the preceding level of English composition.

Table 5b

Summary of Placement Procedures For English Composition as Currently Practiced in the California Community Colleges (Questions 1 through 5)
(N=62)

a. Student Choice
b. Based on Writing Sample only
c. Based on Objective Test only
d. Based on Objective Test and Verified by Writing Sample
e. Based on Objective Test and high school grades (Counselor placement)
f. Other

Size of Contract English Department Faculty	Placement Procedure						
	(n)	a.	b.	c	d.	e.	f.
1 - 5 Instructors	9	3		3	2	1	
6 - 10 Instructors	11	1	3	2	3	1	
11 - 15 Instructors	17			10[a]	7		
16 - 20 Instructors	2	2					
21 - 25 Instructors	8			3	4	1	1[b]
26 - 30 Instructors	9	1	1	2	3	2	
Over 30 Instructors	6	1		1	4		
Totals	62	8 (13%)	4 (6%)	21(34%)	23(37%)	5(8%)	1(2%)

a/ Representatives from two colleges commented that they were also in the process of revising placement procedures.

b/ Initial placement recommended by high school English Department may be contested by the student. He then writes an essay for consideration by the college English Department.

Table 6

Respondents' Answers to Question Number 6:
If you use a general entrance test, which one(s) do you use?

a. School and College Ability Test (SCAT), Level I
b. School and College Ability Test (SCAT), Series II
c. Cooperative English Expression Test, Form 1
d. Cooperative Reading Comprehension Test, Form 1
e. American College Testing Program (ACT)
f. Scholastic Aptitude Test (SAT)
g. Combination of a, or b, and c, (two tests)
h. Combination of a, or b, and d
i. Combination of a, or b, and c and d (3 tests)
j. Combination of c and d
k. Other tests mentioned

Size of Contract English Department Faculty	Number responding to Q. 6											
	(n)	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
1 - 5 Instructors	6					3	1		1			x[a]
6 - 10 Instructors	8	2	3[c]			4	2			1		x[b]
11 - 15 Instructors	17			2	1	10	3	1	1	2	1	x[d]
16 - 20 Instructors	1	1										
21 - 25 Instructors	6	1			1	3	1				1	x[e] x[f] x[g]
26 - 30 Instructors	8	2	2			3				1		x[h] x[i]
Over 30 Instructors	4	2				1	2	1		1		x[i]
Totals **	50	8[k]	5	2	2	24[m]	9	2	2	5	2	9

*Because the wording of the question did not differentiate between those schools which do not use a general entrance test and those school representatives who failed to respond to this question, the current college catalog, for each college in question, was searched for admission and entrance or placement test information. This search revealed that 12 colleges in the sample (19%) do not require entrance or placement tests for admission to the college.

**The total of all responses is greater than the number of schools indicating they use a general entrance test because many of these colleges accept scores from more than one standardized test.

a/"Iowa Tests of Educational Development because most feeder high schools give it in the senior year."

b/A test battery consisting of the Nelson-Denny Reading Test, College Qualifying Test (CQT) and a writing sample.

c/One college representative indicated the college is discontinuing the use of SCAT and will administer the Sequential Test of Educational Progress, English (STEP).

d/College Planning Profile.

e/Davis Reading Test.

f/Iowa Tests of Educational Development, Correctness and Appropriateness of Expression. (ITED #3).

g/All beginning freshman students must submit test scores from the California State 12th Grade Tests, or from the ACT or SAT.

h/Accept SAT Achievement Tests--Writing sample.
i/Gulick Vocabulary Test. "We require entering students (who plan to take more than six units) to take the Gulick Vocabulary Test. We have found that correlation with probable success in some courses is as high as with the Coop test and the GCP--both of which are more cumbersome (and expensive). Some campus elements want 'no test and absolute self placement, without even a suggestion of placement by the institution.'"
j/Purdue English Placement.
k/Of those colleges using a general entrance test, 22 colleges (45 percent) use a form of the SCAT by itself or in combination with one or more other tests.
m/Almost one half (48%) of those colleges reporting the use of a general entrance test accept the scores from the ACT.

* * * * * * *

Table 7

Respondents Answers* to Question Number 7:
Do you give your students a reading test?

a. Yes
b. No
c. Some students
d. Use other available test scores

Size of Contract English Department Faculty	Number responding to Q. 7				
	(n)	a.	b.	c.	d.
1 - 5 Instructors	9	3	4	1	1
6 - 10 Instructors	11	1	5	5a/	0
11 - 15 Instructors	17	5b/	7	5	0
16 - 20 Instructors	2	1	0	1	0
21 - 25 Instructors	8	2	3c/	1	2
26 - 30 Instructors	9	1	2	6	0
Over 30 Instructors	6	2	1	3	0
Totals	62	16(26%)	22(35%)	21(34%)	3(5%)

*This question, as it appeared on the inquiry form, was designed for a yes-no response, but because of the many written comments to question seven, categories "c" and "d" were added when the responses were tabulated.
a/One college representative commented, "We give a reading test during the fourth or fifth week to 'comp' students to help advise them about reading as a possible course in the next quarter."
Another representative indicated that an effort was being made at his college to augment or supplant the School and College Ability Test (SCAT) with the Nelson-Denny Reading Test. All freshman would be tested.
b/Beginning with this semester (Spr. '73) for one college.
c/Next fall, one college plans to introduce a diagnostic reading test for all incoming students.

Table 7a

Respondents' Answers to Question Number 7.1
(Only those responding affirmatively to question number 7):

If yes, what test(s)(reading) do you give?

a. American College Testing Program (ACT)
b. Cooperative English Reading Comprehension Test
c. Davis Reading Test
d. Nelson-Denny Reading Test
e. Purdue English Placement Test
f. Science Research Associates (SRA), Reading for Understanding
g. Other tests mentioned one time

Size of Contract English Department Faculty	(n)	Number* responding to Q. 7.1 a.	b.	c.	d.	e.	f.	g.
1 - 5 Instructors	5	1	1		2			x[a], x[b]
6 - 10 Instructors	6	1			4			
11 - 15 Instructors	10		3		2	1		x[c], x[d], x[e]
16 - 20 Instructors	2				1			
21 - 25 Instructors	5	1	1	2	1		1	
26 - 30 Instructors	7	1	1	1	1			
Over 30 Instructors	5		2	1	2	1	1	x[f], x[g]
Totals	40	4	8	4	13	2	2	7

*Because some college representatives did not complete this section and others indicated more than one reading test is used, the number responding may not be the same as the number (n) responding affirmatively to question number 7.

a/Iowa Tests of Educational Development, Social Science Reading (ITED #5)
b/Sequential Tests of Educational Progress (STEP), Reading.
c/McGrath Test of Reading Skills.
d/Gates MacGinitie Reading Tests.
e/Stanford Achievement Tests, Reading.
f/California Reading Test.
g/Brown-Cottrell Phonics Survey.

Table 7b

Respondents' Answers* to Question Number 7.2
(Only those responding affirmatively to question number 7):

Do you require students who score** below average to take reading?

a. Yes
b. Recommend
c. No
d. No Response

Size of Contract English Department Faculty	Number Responding to Q. 7.2				
	(n)	a.	b.	c.	d.
1 - 5 Instructors	5	3	2	0	0
6 - 10 Instructors	6	1	3	2	0
11 - 15 Instructors	10	3	3	2	2
16 - 20 Instructors	2	0	0	2	0
21 - 25 Instructors	5	2	1	1	1
26 - 30 Instructors	7	2	0	3	2
Over 30 Instructors	5	1	0	4	0
Totals	40	12(30%)	9(23%)	14(35%)	5(12%)

*This question, as it appeared on the inquiry form, was designed for a yes-no response, but because of the many written comments to question seven, category "b" was added when this question was tabulated.

**Only 16 of the college representatives responded to a question concerning the exact cut off or percentile score. Their answers ranged from the 10th to 50th percentile and from 6.0 to 12.6 grade placement score. The number of respondents involved is too small to provide conclusive data. It may be of interest to note, however, the most frequently mentioned scores were the 30th percentile and 10th grade placement.

California Community Colleges Participating in
a Survey of English Placement Practices
(N=62)*

Alameda, College of
Bakersfield College
Butte College
Cabrillo College
Canyons, College of the
Chabot College
Citrus College
Columbia Junior College
Compton College
Crafton Hills College
Cuesta College
DeAnza College
Desert, College of the
Diablo Valley College
El Camino College
Foothill College
Gavilan College
Grossmont College
Hartnell College
Hancock, Allan College
Imperial Valley College
Indian Valley Colleges
Long Beach City College
Los Angeles City College
Los Angeles Valley College
Marin, College of
Merced College
Merritt College
Modesto Junior College
Mount San Antonio College
Mount San Jacinto College
Orange Coast College
Palomar College
Palo Verde College
Pasadena City College
Porterville College
Redwoods, College of
Rio Hondo College
Riverside City College
Saddleback College
San Bernardino Valley College
San Diego City College
San Francisco, City College of
San Joaquin Delta College
San Jose City College
Santa Ana College
Santa Monica College
Santa Rosa Junior College
Sequoias, College of
Shasta College
Siskiyous, College of the
Skyline College
Solano College
Southwestern College
Ventura College
Victor Valley College
West Los Angeles College
Yuba College

Note:
Sample represents at least 72 percent of all the Community College Districts. These districts generate about 64% of the total fiscal ADA for California Community Colleges.

*Four respondents did not identify their college affiliation.